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ABSTRACT

This paper provides guidelines on how to develop complete lesson plans using information from selected published articles and a standard lesson plan outline. The technique is designed as a culminating project for a methods and materials health education course or a teacher inservice activity. Students select a journal article that describes an innovative process-specific or content-specific teaching strategy. They then develop a complete lesson plan using an outline adapted from K. Middleton's "Anatomy of a Lesson." Enough information is provided to enable a substitute teacher to implement the lesson with minimal preparation. Students can demonstrate the selected lesson for evaluation and provide copies of their strategy to classmates. Students report that they enjoy reviewing strategies and being exposed to the creative ideas of other health educators, and they feel that they acquire additional insights about planning, organizing, and directing lessons. Assignment guidelines and a copy of the lesson plan outline are appended. (JDD)

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Using Published Teaching Techniques To Develop Lesson Plans

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Description

The purpose of this technique is to demonstrate how lesson plans can be developed by using teaching ideas published in professional literature. This technique is appropriate for use in health education professional preparation courses, teacher preparation programs (college/university level), teacher inservice activities, and individuals who teach health in public schools. The objectives: (1) to become familiar with, and encourage the use of, literature in health education and pedagogy, (2) to use literature as a source for professional growth and development, (3) to develop "lesson-ready" teaching strategies; and (4) to prepare instructional materials related to specific lessons. Participants are instructed on how to develop complete lesson plans using the information provided in selected published articles and a standard lesson plan outline. Designed as a culminating project for a methods and materials health education course, this technique is well received by students. Successful completion of this activity results in a lesson plan ready for implementation.

Method

To prepare for this assignment students participate in a number of class sessions introducing them to principles of effective lesson planning. These sessions focus on curriculum organization, unit construction, and lesson planning. This part of the course culminates with students developing an original lesson plan. Next, students are required to select a current journal article that describes an innovative "teaching strategy." The selected teaching strategy may be process specific or content specific. For example, the selected article may describe how to apply decision making skills or describe a lesson on saturated fats. Encourage students to explore literature outside of health eduction for their strategies.

Instruct students to develop a complete lesson plan using the information provided in their selected article and the "lesson plan outline" (p. 5-6). Adapted from Middleton's (1981) *Anatomy of a Lesson* , this outline describes the traditional components of an effective lesson plan. However, other lesson plan formats are appropriate. To encourage students to consider teaching ideas other than their own, they are instructed to develop their lesson as designed and presented in the article.

As a final caveat, students are told their lesson plan must provide enough information that would allow a substitute teacher to implement the lesson with minimal preparation. Students are required to submit their lesson with a copy of the published strategy in a file folder.

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Evaluation

Students report enjoying searching the literature, reviewing and selecting an appropriate strategy, and being exposed to the creative ideas of other health educators. They comment on acquiring additional insights about planning, organizing, and directing lessons. Also, students report an increase in their understanding of and their appreciation for the amount of work involved in developing "lesson-ready" plans that can be used by others. Overall, students note the assignment provides an opportunity to further refine their lesson planning skills.

Recommendations

This assignment was designed for methods preparation courses, but could be easily modified for teacher inservice training, workshops, and institutes. If class size and time permit, students could demonstrate their selected strategy in class for feedback. In addition, students could provide copies of their strategy to classmates. As a result, students would have a set of lessons ready for implementation.

As an alternative to the present format, students could be required to "critique" and provide a set of "recommendations" for their selected strategy. Respective sections could be inserted between the materials and resources (V.) and the references (VI.) sections, or as an addendum. This would encourage students to use their creative talents to modify their selected strategy. For example, student might incorporate their own ideas to make their strategy applicable to a non-school setting, or as a basis for creating an entirely new lesson.

Students are encouraged to critically examine several article before selecting their assignment strategy. The degree that this occurs is difficult to monitor. Though not the perfect solution to this dilemma, students could be required to locate three articles, related to the same topical area or skill, review each, then select the "best" to complete the assignment. In addition, students could provide a critique of the strategies' relative strengths and weaknesses.

One purpose of this assignment is to encourage students to try new approaches to health instruction. In order for this assignment to be successful, explicit instructions are a must. Otherwise, students will experience confusion and view the assignment as a simple exercise in transposition. At the onset, students must fully understand the purposes of the assignment and the utility in completing it.

Bibliography

Middleton, K. (1981). Back to some basics of health lesson planning. Health Education, 12(1), 4-8.

Pollock, M. (1987). Planning and implementing health education in schools. Palo Alto, CA: Mayfield.

Weiler, R. M. (in press). Applying teaching techniques and teaching ideas in methods preparation courses. The Journal of Health Education.

TEACHING IDEA REVIEW

Assignment Guidelines

Purpose:

Encourage students to systematically examine original innovative teaching strategies developed by *peers* in the field. Thus, provide students an opportunity to apply theory to the practice of health teaching. Successful completion of this assignment will produce lesson plans ready for implementation.

Objectives:

1. Become familiar with, and encourage the use of, literature in health education and pedagogy.
2. Use literature as a source for professional growth and development;
3. Develop "lesson-ready" teaching strategies.
4. Prepare instructional materials related to specific lessons.

Tasks To Be Completed:

1. Select a current journal article that describes an innovative "teaching strategy." The selected teaching strategy may be process specific or content specific. For example, the selected article may describe how to apply decision making skills or describe a lesson on saturated fats. Explore literature outside health education for strategies.
2. Develop a complete, self-contained, lesson plan using the information provided in the selected article and prepared outline. Develop your lesson as designed and presented in the article.
3. Provide enough information that would allow a substitute teacher to implement the lesson with minimal preparation. Submit your lesson with a copy of the published strategy in a file folder.
4. Demonstrate selected lesson for evaluation.

Lesson Plan Outline

Teacher: _____ Page ___ of ___

TITLE OF STRATEGY

Unit/Topic

Identify the appropriate placement of the topic within the framework of a "traditional" health curriculum.

Grade Level/Population & Setting

Identify the appropriate grade level or target audience of instruction.

Objectives

Identify the strategy's objectives. If the strategy lacks stated objectives' students must develop appropriate lesson objectives from the strategy's stated goal(s) or purpose(s). All objectives must specifying content to master and behavior sought.

(1)
(2)
(3) etc.

I. Introduction

Provide a brief description of the lesson. The introduction should clearly introduce the lesson by establishing the problem set, linking the lesson to previous lessons, and setting the stage for what is to follow (initiation). Begin the last sentence of the introduction with the preface: The purpose of this lesson is to, or with Today's lesson will . . .,.

II. Content (outline)

Provide an outline of all relevant subject matter covered in the lesson. Outlines will vary in detail. Include enough information to provide a clear description of the breadth of content relative to the objective. Remember the goal is to develop a self-contained lesson.

A.
(1)
(2)
(3)

B. etc.

III. Teaching-Learning Activities

Describe the logical sequence of steps involved in implementing the strategy, including requisite preparation steps and the culminating activity that brings the lesson to closure. Developing descriptions of the teaching-learning activities requires clarity and brevity of both thought and pen.

(1) [amount of time]
(2) [amount of time]
(3) etc. [amount of time]

IV. Evaluation Opportunities

Describe evaluation activities that measure student mastery relative to stated objective(s). If specific evaluation activities are absent develop activities that demonstrate achievement relative to stated objective(s).

(1)
(2)
(3) etc.

V. Materials & Resources

List the materials and resources needed to implement the strategy. Prepare all instructional materials, such as handouts, transparency masters, and activity sheets, necessary to implement the strategy, attaching them as appendices.

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VI. Reference(s).

Provide the complete citation for the published strategy. List additional references alphabetically following the primary citation.

Appendix

Attached all "lesson-ready" handouts, transparency masters, and activity sheets required to implement the strategy (see Materials & Resources).